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To evaluate the preparation of post-high school agricultural graduates in Illinois, a four-phase study was conducted to: (1) determine the background, interest and abilities of the students, (2) determine student competencies and attitudes at the end of the first year of on-the-job training, (3) determine opinions of graduates and employers 6 months after graduation, and (4) follow-up students who left the program before completion. Programs offered were in areas of agricultural supply, agricultural mechanics, ornamental horticulture, and agricultural production. Major conclusions were: (1) Students graduating in the lower half of their high school class could succeed, (2) Parents, vocational agriculture teachers and guidance counselors influenced students to enter, (3) Student employees were rated high in integrity, dependability, responsibility, cooperation, courtesy, personal appearance and emotional stability, and were rated average in initiative, judgment, and leadership, (4) Employers indicated 92 percent of the students would be acceptable as permanent employees, and (5) Students of very high or very low academic ability tended to drop out of the program. (DM)

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Post-High School Agricultural Programs in Illinois

by

Eugene S. Wood

School of Agriculture
Publication No. 32
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School of Agriculture
Southern Illinois University
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POST-HIGH SCHOOL AGRICULTURAL PROGRAMS IN ILLINOIS.

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Publication No. 32
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School of Agriculture
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Carbondale, Illinois

PREFACE

This report is based on the research project "Evaluation of Illinois Post-High School Educational Programs in Agriculture" conducted from January 1, 1966 to June 30, 1968. The project was jointly financed by the Research Coordinating Unit of the Illinois Board of Vocational Education and Rehabilitation and Southern Illinois University. The first report concerning this study was made at the completion of one and a half years and printed as School of Agriculture Publication No. 28 in September, 1967.

Mr. V.E. Burgener, Chief of Research and Statistics, Mr. Ralph A. Guthrie, Chief of Agricultural Occupations, and their staffs were most helpful in implementing and conducting the project. Mr. Guthrie and his staff assisted in all contacts with the junior colleges included in the study.

The cooperation, suggestions, and assistance of the administrations and agricultural staffs of the junior colleges are greatly appreciated.

Mr. James H. Davis, Mr. Bernard A. Kessler, and Mr. Vernon Gwaltney, former graduate students at Southern Illinois University, deserve special recognition for the time and effort they contributed to the study.

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CHAPTER I

INTRODUCTION

The post-high school occupational programs in agriculture are part of the junior college curricula in Illinois. The first program in Illinois was started in 1964 at Joliet Junior College with a curriculum in Agricultural Supplies. In 1965, four more junior colleges developed agricultural programs: Canton Community College, Agricultural Mechanization; Chicago City Woodrow Wilson Campus, Ornamental Horticulture; Danville Junior College, Ornamental Horticulture; and Wabash Valley College, Mr. Carmel, Agricultural Supplies and Agricultural Mechanization. In 1966, Danville Junior College added Agricultural Mechanics and Agricultural Production. During the 1966-67 school year, five schools in Illinois offered agricultural programs with approximately 30 teachers and nearly 400 students. In the fall of 1967, seven additional junior colleges in Illinois offered one or more agricultural programs, bringing the total to 12.

Evaluation should be an essential and an integral part of any educational program. This study was an attempt to provide a uniform procedure for evaluating similar types of programs.

The major objective was to determine how well the programs prepared individuals for the world of work.

The first phase of the study was an attempt to determine the background, interests, and abilities of the students enrolled in these programs.

In the second phase of the study, an attempt was made to determine student competencies and attitudes at the end of the first year of on-job-training. Ratings were obtained from students, employers, and college supervisors.

The third phase of the evaluation project involved contacting the graduates and their employers six months after graduation.

The fourth phase was a follow-up of the students who left the programs before completion.

CHAPTER II

DESCRIPTION OF STUDENTS ENTERING POST-HIGH SCHOOL PROGRAMS IN AGRICULTURE

The first phase of the study was an attempt to determine the background, interests, and abilities of the students enrolled in all schools and programs.

In the spring of 1966, high school records were available for 238 students who had enrolled in post-high school agricultural programs. Of these students in five schools, 183 were first-year students, 38 were second-year students (Joliet Junior College), and 17 had either dropped out of school or transferred to another program. Two hundred twenty eight new students enrolled in the five schools in the fall of 1966. In the fall of 1967 there were records on 471 new students in 12 schools making a total of 937 students in all schools and programs from 1964 to 1967.

The 937 students in the 12 junior colleges were distributed as follows in programs: 47 per cent in Agricultural Supplies, 33 per cent in Agricultural Mechanization, 13 per cent in Ornamental Horticulture, and 7 per cent in Agricultural Production.

The average age of the student in the three programs other than Ornamental Horticulture was 18 plus years which

meant they were nearly all recent high school graduates. The average age of those in Ornamental Horticulture was 21 plus years. This can be explained by a few older students and some transfer students from other college programs enrolling in Ornamental Horticulture.

There were only eight female students in all programs. Of the total students, 60 per cent graduated from high schools within 50 miles of the junior college they were attending.

High school transcripts were available in the junior colleges for 858 of the students at the time the information was taken. The high school grades received for all courses except those considered as vocational were nearly the same--a little less than a 3.0 average or c- on a five point scale. The average grade for the 674 students who took vocational agriculture in high school was 3.81 in this course. This was nearly one grade point higher than in the academic courses. The average grade for other vocational courses was 3.28. These courses were in most cases either shop or business courses.

ACT scores were obtained on students where available. The student's standard composite, or average, score was used and was available for 524 of the students. The average score was 16.28, about the same as the average for unselected high school seniors.

The average percentile rank of the students in their high school graduating class was 38.18 or approximately mid-way in the second quartile. This did not vary much for schools or programs.

In addition to data from high school transcripts, each student was asked to fill out an information form. Of the 937 original students, 859 were available to complete this form at the time of the visit to the school. Approximately two-thirds of the fathers or guardians of the students were engaged in farming at the time they enrolled in school. The number of fathers who were farming was low for the students in the horticulture programs.

Forty one per cent of the students indicated they were commuting to school.

An attempt also was made to determine what factors and people influenced the students to continue their education. They were asked to check the degree of influence on a nine-point rating scale. The only factor they checked as having a major influence was "increased earning ability." The factor they checked as having the least influence was "military deferment." In answer to the degree of influence certain persons had on the students' decision to continue their education after high school, the top three people were ranked in the following order: parents, agriculture teachers, and guidance counselor. The students checked "location of school" as having the most influence in selecting the school and program in which they were enrolled.

Students in all programs were asked to rate their desire for types of work situations and conditions. The highest rank was given for wanting to "work out-of-doors" and the lowest rank for "office work." The opportunity to work with their hands, with machinery, and plants and animals, all rated high and varied by programs. Those positions usually associated with the direction and supervision of others all rated high with "owner" being the highest in this group.

When students were asked to rate the value of courses taken in high school to their present programs, they rated vocational agriculture highest and languages and social studies lowest.

The students were asked to list their high school activities, offices held, and to rate the value of these activities. These students had been active in high school activities, especially in the FFA. They rated all activities as having value and rated the offices of president, vice-president, secretary, and treasurer of the FFA as having the highest value.

Nearly all of the students had work experience after the age of 16 years. They rated this experience as having a major value with the experience in farming and work related to agriculture as having the highest value.

The programs in all the colleges are presently two-year programs. When students were asked to check the length

of course they would prefer, a majority checked a two-year program, but nearly a third checked a preference for a program of over two years.

CHAPTER III

RATING OF STUDENTS AND PROGRAM AFTER THE FIRST-YEAR ON-JOB-TRAINING

The second phase of the study was an attempt to determine student competencies and attitudes at the end of the first-year on-job-training as rated by the student, his employer, and his college supervisor. The information in this phase is based on the summaries of 309 employer evaluations, 316 college supervisor's evaluations, and 313 student employee evaluations.

The employers and college supervisors were asked to rate each student on twelve general traits and on eight general job skills. These items were the same on the rating scales for both groups, again using a nine-point scale to indicate below average, average, and above average. The main value of such a rating is for evaluating individuals. Averages for all students have little value other than to determine if certain traits or skills are weak or strong for all students in all programs.

The employers and college supervisors in general rated all student employees highest in integrity, dependability, responsibility, cooperation, courtesy, personal appearance, attitudes, and emotional stability. They also showed agreement in rating the student employees lower in

initiative, judgment, and leadership. The lower ratings in these traits may be a reflection of the age of the students (19 plus years of age) rather than due to their training programs.

The employers and college supervisors rated the student employees lower on skills than they did on general traits. They agreed in rating the trainees lowest in penmanship and salesmanship.

The employers indicated a high degree of interest in continuing as a training station. The employers also reported that 92 per cent of the student trainees would be acceptable as permanent employees. When the students were asked if they would accept a permanent position with the firm in which they did their work experience, approximately 70 per cent indicated they would. A wide variety of reasons were given for both their willingness and unwillingness to accept permanent employment.

CHAPTER IV

GRADUATES AND DROP-OUTS OF THE PROGRAMS

Graduates

The third phase of this project was contacting the junior college graduates and their employers six months after graduation. The only school and program that had graduates in 1966 was the Agricultural Supply program in Joliet Junior College, which was started in 1964. Thirty eight students completed this program in June, 1966. In 1967 the five schools had a total of 128 students who completed the program. Table 1 shows the status of the 1966 and 1967 graduates of the programs in the fall following graduation in June as reported by the agricultural staffs.

Mailing addresses of the employers of June graduates were obtained in October and November following graduation. Some of the students had already made changes from their September employment. It would appear that 20-year-old students graduating from two-year programs at a time of high military draft, high employment, and greater emphasis on education may make several employment changes after graduation. Because of the number of changes being made, the home mailing addresses of the graduates were used in contacting them. Information forms were mailed to the

employers and graduates in November and December, of 1966 and 1967.

TABLE 1

STATUS OF JUNE 1966 AND 1967 JUNIOR COLLEGE GRADUATES IN THE FALL OF 1966 AND 1967 FOLLOWING GRADUATION

Status	Number of Student Graduates	Per Cent
Continued Education	33	19.9
Employed by agricultural business	81	48.8
Farming	15	9.0
Military Service	16	9.7
Employed by non-agricultural business	14	8.4
Unknown or unemployed	7	4.2
TOTALS	166	100.0

TABLE 2

STATUS OF 102 JUNIOR COLLEGE GRADUATES REPORTING AS OF DECEMBER 1966 AND 1967

Status	Number of Student Graduates	Per Cent
Continued education	22	21.6
Employed by agricultural business	42	41.2
Farming	9	8.8
Military service	19	18.6
Employed by non-agricultural business	10	9.8
TOTALS	102	100.0

Of the 166 students contacted, 102 mailed in returns in time to be included. Table 2 shows the status of the 1966 and 1967 graduates at the time they completed the information form. If those in military service are excluded from those making returns, only 10 per cent were employed outside of agriculture.

The graduates were asked their approximate yearly salary. Thirteen of the 1966 graduates and 37 of the 1967 graduates answered this question. The average salary reported was $5,746 for 1966 and $5,900 for 1967. The range in salaries reported was from $4,000 to $10,000. The students in military service and those continuing their education were not included in these averages and most of those engaged in farming did not report a salary since their income was based on the yearly farm profits.

The graduates were asked to check the main source through which they learned of the opening for their present position. The three sources most often mentioned were the school from which they graduated, personal effort, and a friend or relative.

The graduates were asked to rate factors considered as advantages of having completed their training program. The statement "it provided a foundation for additional training," was rated highest and seems to be reinforced by the large number of students electing to continue their education.

The activities involved in a training program were listed, and the graduates were asked to rate the value of each. The on-job-training and classwork in agriculture received the highest rating. Classwork other than agriculture, contact with students of similar interests, and individual counseling by faculty received about equal ratings. School clubs and social activities received the lowest ratings.

When the graduates were asked to rate certain factors as a method of selecting students for two-year programs, they believed that recommendations of high school teachers, personal interviews, grades in related high school vocational courses, and a written statement by the student would be of the most value. They also felt that rank in high school graduating class and test scores would be of the least value, although success as measured by first semester grades showed a rather high correlation with rank in high school graduating class and ACT scores.

Over one-half of the graduates indicated they would like additional training in the field in which they were employed. Probably the strongest indication of their support of the programs was the fact that 90 per cent of the graduates said they would recommend this training program to their best friend.

Forty three employers of the graduates completed an employer evaluation form. The employers were asked to rate

the graduate employees in the same 12 general traits and the eight job skills used for the on-job-training students. The average rating on both scales showed the same general pattern as that found for the students at the end of their on-job-training period. They showed a high interest in hiring other employees with this type of training in the future.

The employers were asked to rate seven reasons for having post-high school agricultural programs. The two reasons they rated the highest were: "offers to business and industry graduates which are more mature and therefore more employable than high school graduates" and "gives students who would not attend a four-year college an opportunity for additional schooling and training."

Dropouts

Dropouts in this study were defined as anyone who started the program and did not complete for any reason within two years. Of the 238 students who started either in the fall of 1964 and 1965, 166 students completed their programs in two years. Seventy two students or 31 per cent of the total which started did not complete their training. Probably a different term than "dropout" should be used to describe many of these 72 students who did not graduate because of the following reasons: transferring to four-year programs, military service, and accepting well paying jobs.

An attempt was made to determine if the dropouts of the agricultural programs in junior colleges could be predetermined by comparing and contrasting the information collected on the graduates and dropouts. The major conclusion of this attempt was that those students of very high or very low academic ability as evidenced by ACT scores and the rank in their high school graduating class were more apt to drop out of these programs than students of average ability. This appears to be substantiated by two major reasons given for dropping out of the programs: (1) transferring to a four-year program and (2) low grades.

CHAPTER V

SUMMARY AND CONCLUSIONS

1. Students in the lower one-half of their high school graduating class should be able to be successful in these vocational programs.

2. The majority of the students in these programs, other than in Ornamental Horticulture, were farm boys with vocational agriculture backgrounds.

3. The parents, the vocational agriculture teachers, and guidance counselors had the most influence on students entering these programs. This should be recognized in recruiting for the programs other than Ornamental Horticulture.

4. Employers and college supervisors in general rated all student employees high in integrity, dependability, responsibility, cooperation, courtesy, personal appearance, and emotional stability. They also showed agreement in rating the student employees average in initiative, judgment, and leadership.

5. The employers indicated that 92 per cent of the on-job-training students would be acceptable as permanent employees.

6. It would appear that 20 year-old students graduating from two-year programs at a time of high military

draft, high employment, and greater emphasis on education may make several changes after graduation.

7. Ninety per cent of the graduates said they would recommend the program to their best friend.

8. Those students of very high or very low academic ability tend to drop out of the programs more than students of average ability.

APPENDIX A

On December 6, 1968, the author met with the Chief and one representative from the State Office of Agricultural Occupations and one staff member from each of four junior colleges that had worked closely with the study from the beginning. The purpose of this meeting was to determine what information and which instruments used to collect this information during the study would be of the most value to continue for local and state use.

The following forms are those used during the study with the deletions and modifications suggested by the above committee. The number prefix on the sets of forms indicates the time in which the information was obtained. The original forms 1a and 1b have been combined to make one form. Most of Form 1b was deleted since continued collection seemed to merely reaffirm the findings obtained on the original group of students. The information on Form 1a would be obtained at the beginning of the school year on new students.

Forms 2a, 2b, and 2c were the forms designed to be used at the end of the first year on-job-training program. The main value of these forms would be for local use to compare individual students in the program. It was suggested by one junior college representative that a more reliable

evaluation could be obtained from the students on Form 2c if it were completed on the job at the end of the work period rather than letting them return to the campus to compare wages and work conditions. The Forms 2a, 2b, and 2c are shown as originally designed with the suggested deletions indicated on each form.

Forms 3a and 3b were designed to be completed by employer and student six months after graduation. Some of the junior college representatives felt that October 1 was too near graduation and would require the employer to evaluate an employee without being well acquainted with the student or his training program. The Forms 3a and 3b are also included as originally designed with the suggested deletions.

Some of the junior colleges have designed their own forms or modified the above forms for local use to better serve their own needs.

Date_____

Form 1a

Secondary School Record

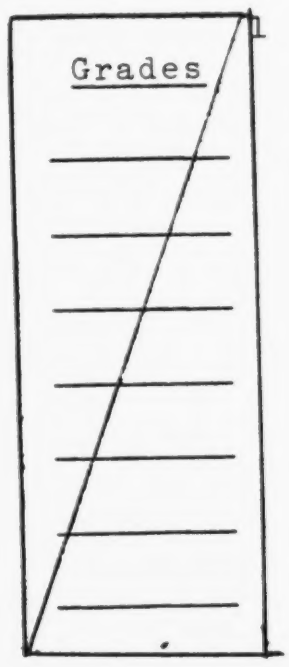
School ( )_____ Program_____

Name_____ Age_____ Sex_____

High School_____ City_____ State_____

Class Record

Subjects	Years			
English	1	2	3	4
Language	1	2	3	4
Mathematics	1	2	3	4
Science	1	2	3	4
Social Studies	1	2	3	4
Vocational Agriculture	1	2	3	4
Other Vocational Courses	1	2	3	4



Test Record

ACT Scores_____

Applicant ranks_____ in a graduating class of _____ students.

Father's or guardian's occupation_____

Work experiences_____

_____

_____

[1]Suggested deletion by committee

Date _____

Form 2a

EMPLOYER EVALUATION OF STUDENT

1. School _____

2. Name of Trainee _____

3. Program
   ( ) Agricultural Business or Supply
   ( ) Agricultural Mechanics or Machinery Technology
   ( ) Ornamental Horticulture
   ( ) Other _____

4. Name of training station _____

   Address of training station _____

5. Name of person making this evaluation _____

   Title or duties of above person _____

6. Number of fulltime employees _____

7. Please rate the above trainee on each of the traits listed below. Rate by placing a check-mark on each rating scale.

GENERAL TRAITS	Below Average 1 2 3	Average 4 5 6	Above Average 7 8 9
(a) Integrity: Trustworthiness, honesty and loyalty			
(b) Dependability: Promptness and reliability in attendance			
(c) Responsibility: Willingness with which work is accepted and performed			
(d) Initiative: Ability to plan and direct one's own work			
(e) Judgment: Ability to make sound decision			
(f) Cooperation: Ability to work with others in harmony			
(g) Leadership: Qualities of understanding people and directing work of others			
(h) Attitudes toward Work: Degree of enthusiasm with which one performs his work			
(i) Emotional Stability: Poise and self-control			
(j) Courtesy and Friendliness: Skills in expressing consideration and kindness toward others			
(k) Personal Appearance: Neatness, cleanliness, appropriate dress and grooming			
(l) Potentialities: Ability to meet and to apply one's self to new situations			

8. Please rate the trainee on each of the skills listed below which apply to trainee's work.

JOB SKILLS

(a) Mathematical ability

(b) Use of good English

(c) Speech, ability to convey ideas

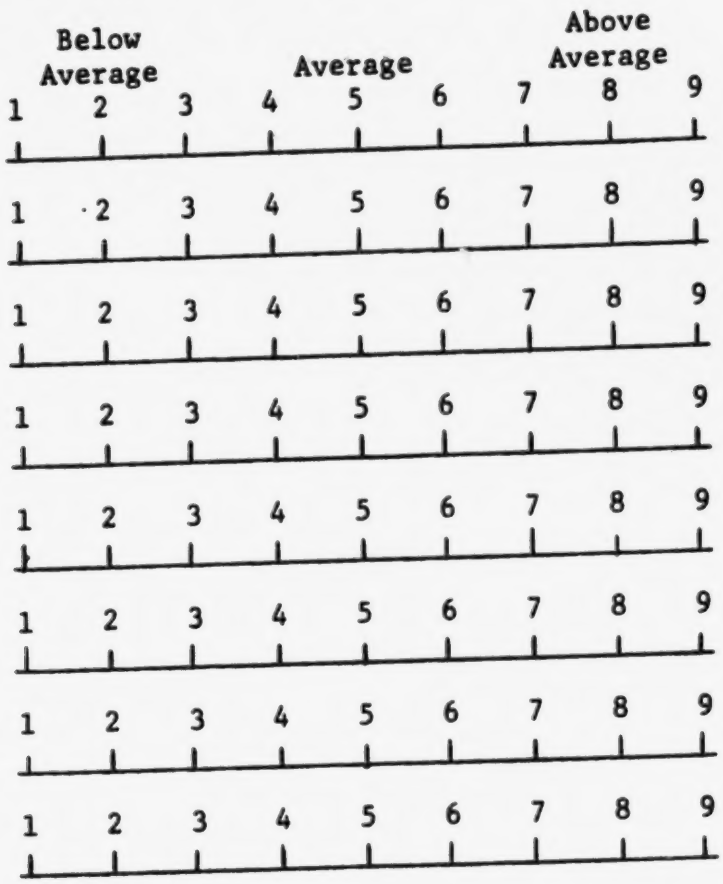
(d) Penmanship

(e) Knowledge of merchandise

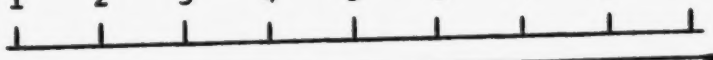
(f) Salesmanship

(g) Mechanical aptitude

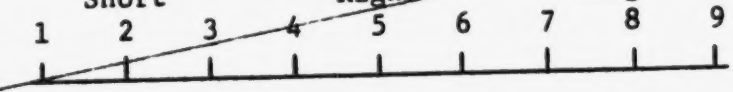
(h) Stockkeeping ability, orderliness



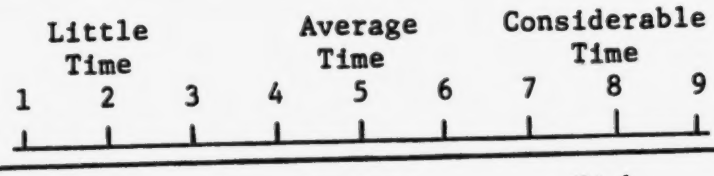
9. How would you rate this employee compared to other beginning employees you have hired?



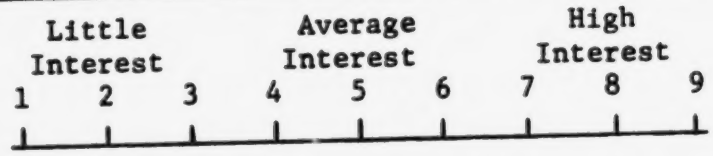
10. How would you rate the length of the on-job-training period?



11. How much of your time was required in training of this employee?



12. Are you interested in continuing as a training station?



13. Would you hire this student as a permanent employee? ( ) Yes ( ) No

14. Comments:

[1]Suggested deletion by committee.

Date _____

Form 2b

COLLEGE SUPERVISOR'S EVALUATION OF STUDENT

1. School _____

2. Name of Trainee _____

3. Program
   ( ) Agricultural Business or Supply
   ( ) Agricultural Mechanics or Machinery Technology
   ( ) Ornamental Horticulture
   ( ) Other _____

4. Name of training station _____

5. Name of person making this evaluation _____

6. Please rate the above trainee on each of the traits listed below. Rate by placing a check-mark on each rating scale.

GENERAL TRAITS

Below Average — Average — Above Average

1 2 3 4 5 6 7 8 9

(a) **Integrity:** Trustworthiness, honesty and loyalty

(b) **Dependability:** Promptness and reliability in attendance

(c) **Responsibility:** Willingness with which work is accepted and performed

(d) **Initiative:** Ability to plan and direct one's own work

(e) **Judgment:** Ability to make sound decision

(f) **Cooperation:** Ability to work with others in harmony

(g) **Leadership:** Qualities of understanding people and directing work of others

(h) **Attitudes toward Work:** Degree of enthusiasm with which one performs his work

(i) **Emotional Stability:** Poise and self-control

(j) **Courtesy and Friendliness:** Skills in expressing consideration and kindness toward others

(k) **Personal Appearance:** Neatness, cleanliness, appropriate dress and grooming

(l) **Potentialities:** Ability to meet and to apply one's self to new situations

7. Please rate the trainee on each of the skills listed below which apply to trainee's work.

JOB SKILLS	Below Average ... Average ... Above Average (1 2 3 4 5 6 7 8 9)
(a) Mathematical ability	
(b) Use of good English	
(c) Speech, ability to convey ideas	
(d) Penmanship	
(e) Knowledge of merchandise	
(f) Salesmanship	
(g) Mechanical aptitude	
(h) Stockkeeping ability, orderliness	

8. How would you rate this trainee compared to other trainees you supervised? — Below Average ... Average ... Above Average (1 2 3 4 5 6 7 8 9)

9. How would you rate the ~~length of the on-job-training period~~? — Too Short ... ~~About~~ Right ... Too Long (1 2 3 4 5 6 7 8 9) [1]

10. How would you rate this training station compared to others you supervised? — Below Average ... Average ... Above Average (1 2 3 4 5 6 7 8 9)

11. Comments:

[1] Suggested deletion by committee.

Date _____

Form 2c

STUDENT EMPLOYEE EVALUATION OF PROGRAM

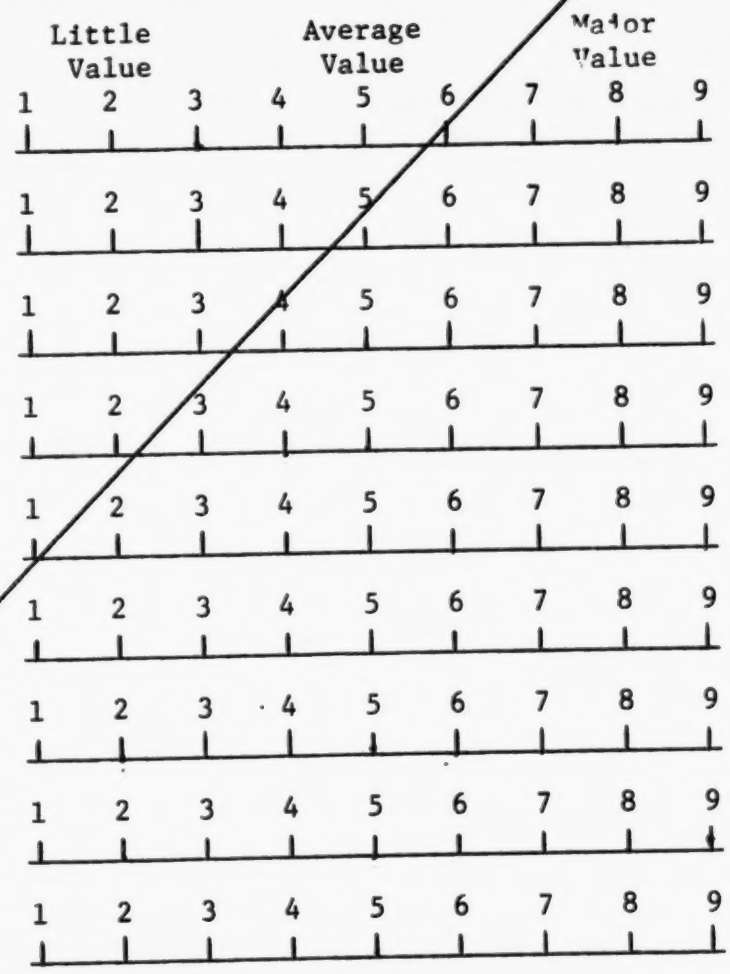
1. School _____

2. Name _____

3. Program
   ( ) Agricultural Business or Supply
   ( ) Agricultural Mechanics or Machinery Technology
   ( ) Ornamental Horticulture
   ( ) Other _____

4. Name of training station _____

5. What degree did the following factors and persons contribute to your success as a student worker? (Please check degree of value on each rating scale.)



(a) High School courses

(b) College courses

(c) Previous work experience

(d) Special on-job schools

(e) College teachers

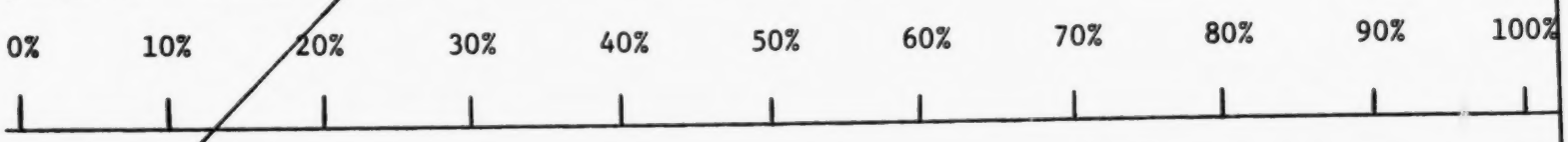
(f) College supervisory visits

(g) Employer or trainer

(h) Other employees

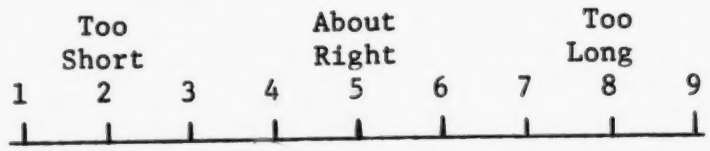
(i) Other _____

6. In your opinion what per cent of the total two-year program should be devoted to work experience? (Please rate on scale to the nearest 10%.)



7. How long was your first work experience program? _____ weeks

8. How would you rate the length of your work experience program ?



[1] Suggested deletion by committee.

9. When during the two-year ~~curriculum~~ would you ~~prefer~~ the first work experience? [1]

Near the ~~Beginning~~ — Halfway — Near the End

1 2 3 4 5 6 7 8 9

10. How would you rate the pay received for the experience program?

Too Little — About Right — Too High

1 2 3 4 5 6 7 8 9

11. During your work experience did you have an opportunity to obtain a broad experience in the total operation and conduct of the training agency?

Limited Opportunity — Average Opportunity — Broad Opportunity

1 2 3 4 5 6 7 8 9

12. In comparison to courses taken in college, how would you rate your work experience?

Less Help Than Courses — About Equal To Courses — More Help Than Courses

1 2 3 4 5 6 7 8 9

13. Would you accept a permanent position with the firm in which you did your work experience?

( ) Yes ( ) No

If no, why not?_____

_____

_____

_____

_____

14. Comments:

[1] Suggested deletion by committee.

Date _____

EMPLOYER EVALUATION OF GRADUATE **Form 3a**

1. School from which employee graduated _____

2. Name of employee _____

3. Program from which employee graduated
   ( ) Agricultural Business or Supply
   ( ) Agricultural Mechanics or Machinery Technology
   ( ) Ornamental Horticulture
   ( ) Other _____

4. Name of employing firm _____

   Address of employing firm _____

5. Name of person making this evaluation _____

   Title or duties of above person _____

6. Number of present fulltime employees with this local firm _____

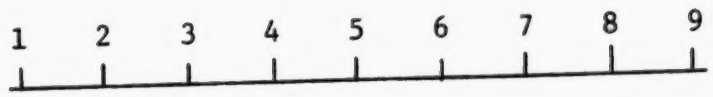
7. Is this person still working for you? ( ) Yes. ( ) No.

8. Please rate the above employee on each of the traits listed below. Rate by placing a checkmark on each rating scale.

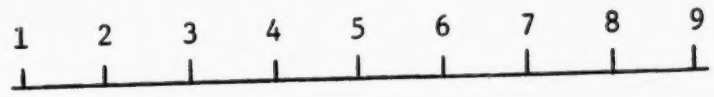
GENERAL TRAITS	Below Average			Average			Above Average		
	1	2	3	4	5	6	7	8	9
(a) Integrity: Trustworthiness, honesty and loyalty									
(b) Dependability: Promptness and reliability in attendance									
(c) Responsibility: Willingness with which work is accepted and performed									
(d) Initiative: Ability to plan and direct one's own work									
(e) Judgment: Ability to make sound decision									
(f) Cooperation: Ability to work with others in harmony									
(g) Leadership: Qualities of understanding people and directing work of others									
(h) Attitudes toward work: Degree of enthusiasm with which one performs his work									
(i) Emotional Stability: Poise and self-control									

Form 3a

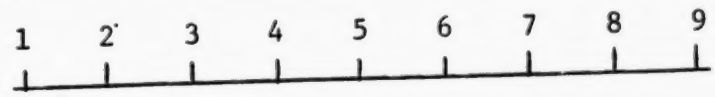
(j) Courtesy and Friendliness: Skills in expressing consideration and kindness toward others



(k) Personal Appearance: Neatness, cleanliness, appropriate dress and grooming

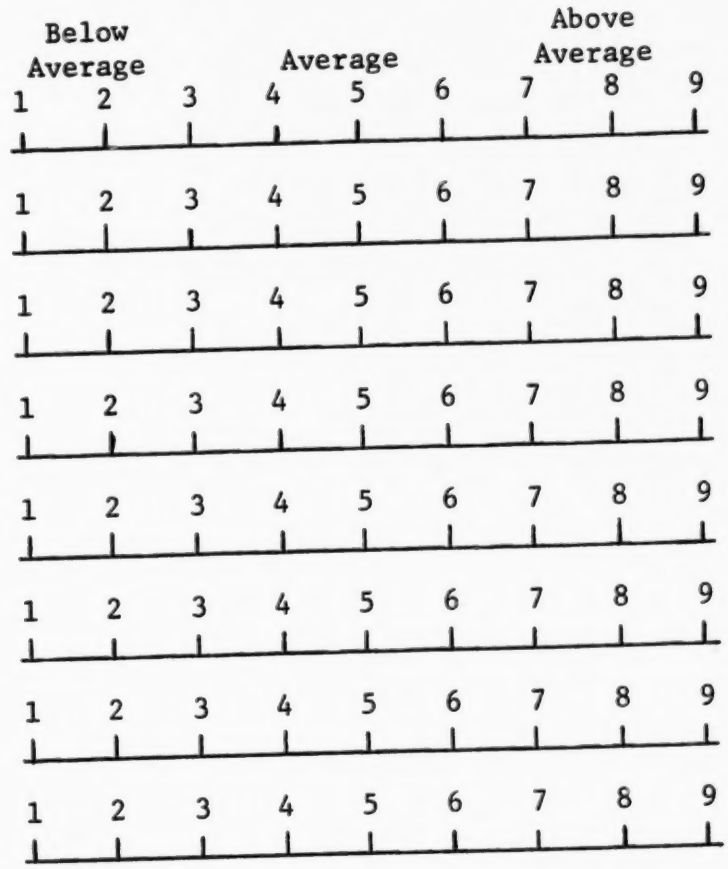


(l) Potentialities: Ability to meet and to apply one's self to new situations



9. Please rate the employee on each of the skills listed below which apply to employee's work.

JOB SKILLS



(a) Mathematical ability

(b) Use of good English

(c) Speech, ability to convey ideas

(d) Penmanship

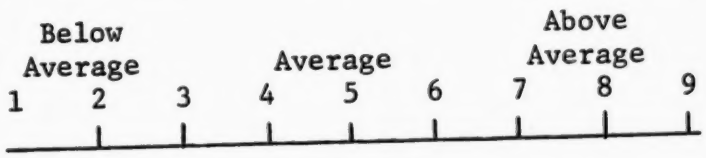
(e) Knowledge of merchandise

(f) Salesmanship

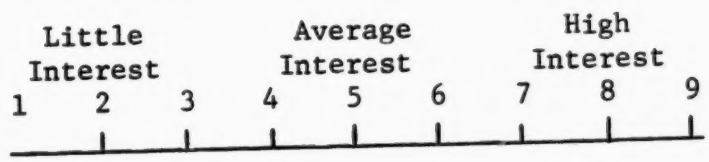
(g) Mechanical aptitude

(h) Stockkeeping ability, orderliness

10. How would you rate this employee compared to other ~~beginning~~[1] employees you have hired?



11. Are you interested in hiring other employees in the future, with this type of training when you have openings?



[1]Suggested deletion by committee.

Form 3a

12. How would you rate the value of each of the following as plausible reasons for having cooperative two-year in-service training programs in junior colleges of the type your employee recently graduated from?

Little Value — Average Value — Major Value

1 2 3 4 5 6 7 8 9

(a) Furnish employers with list of available employees.

(b) Offers to business and industry graduates which are more mature and therefore more employable than high school graduates

(c) Saves industry and business time and money in the training of new employees

(d) Gives broader background and training than industry usually offers

(e) Offers a source of future supervisors, managers, and foreman

(f) Gives students who would not attend a four-year college an opportunity for additional schooling and training

(g) Furnish a more practical type of training than is usually offered by four-year colleges

(h) Other (Explain)_____

13. Comments:

Date _____

Form 3b

GRADUATE EMPLOYEE EVALUATION OF PROGRAM

1. School from which you graduated _____

2. Name _____

3. Program from which you graduated.
   ( ) Agricultural Business of Supply
   ( ) Agricultural Mechanics of Machinery Technology
   ( ) Ornamental Horticulture
   ( ) Other _____

4. Present employing firm, military service, or educational institution _____
   Address of above. _____

5. Title or duties of present position _____

6. Approximate yearly salary, of present position _____

7. Are you working for the same employer with which you did your on-job training?
   ( ) Yes ( ) No.

8. Through what source did you find out about the opening for your present status? (check only one)
   ( ) through advertisement
   ( ) through friend or relative
   ( ) through school from which you graduated
   ( ) through work-experience program
   ( ) through personal efforts
   ( ) through public employment office
   ( ) knew of opening before attending two-year program
   ( ) Other (explain) _____

9. Why did you accept your present position? (Check degree of influence of each of the following factors)

	Little Influence			Average Influence			Major Influence		
(a) Highest rate of pay of any position available	1	2	3	4	5	6	7	8	9
(b) Opportunity for advancement	1	2	3	4	5	6	7	8	9
(c) Opportunity to live at home or near home	1	2	3	4	5	6	7	8	9
(d) Desirable working conditions	1	2	3	4	5	6	7	8	9
(e) Personality and attitude of person doing the hiring	1	2	3	4	5	6	7	8	9
(f) Desire for further education	1	2	3	4	5	6	7	8	9

[1]Suggested deletion by committee.

Form 3b

(g) Influence of parent, relative, or friend

1 2 3 4 5 6 7 8 9

(h) Other (explain)

1 2 3 4 5 6 7 8 9

10. If your present job is different from the work for which you were trained, give your chief reason for changing to another occupation or status (check only one)

( ) Am working in same type of work
( ) No job available in my field
( ) Developed new interest
( ) Disliked work for which I was trained
( ) Found better opportunity
( ) Never intended to stay in this type of work
( ) Instruction program was most nearly related to present work as I could find
( ) This work pays better
( ) Other (explain)_____

11. What do you consider to be the advantages of having completed your training program? (check degree of value of each of the following measures)

Little Value — Average Value — Much Value

(a) It helped me to obtain employment — 1 2 3 4 5 6 7 8 9

(b) It gave me a good foundation for advancing in the job — 1 2 3 4 5 6 7 8 9

(c) It helped me to begin at a higher wage — 1 2 3 4 5 6 7 8 9

(d) It provided a foundation for additional training and education — 1 2 3 4 5 6 7 8 9

(e) Other (explain) — 1 2 3 4 5 6 7 8 9

12. Rate the value you gained from each of the following activities of your training program.

Little Value — Average Value — Much Value

(a) Classwork in agriculture — 1 2 3 4 5 6 7 8 9

(b) On-job-training — 1 2 3 4 5 6 7 8 9

(c) Classwork other than agriculture — 1 2 3 4 5 6 7 8 9

(d) Contact with students of similar interests — 1 2 3 4 5 6 7 8 9

(e) Individual counseling by faculty — 1 2 3 4 5 6 7 8 9

[1]Suggested deletion by committee.

Form 3b

(f) School clubs and social activities 1 2 3 4 5 6 7 8 9

(g) Other (explain) 1 2 3 4 5 6 7 8 9

13. As a method of selecting beginning students, how would you rate the following factors as indicative of possible success in the training program you have just completed?

	Little Value			Average Value			Much Value		
(a) Total high school grades	1	2	3	4	5	6	7	8	9
(b) Rank in graduating class	1	2	3	4	5	6	7	8	9
(c) Test scores (ACT, I.Q. etc.)	1	2	3	4	5	6	7	8	9
(d) Grades in related high school vocational courses	1	2	3	4	5	6	7	8	9
(e) Recommendation of high school principal and teachers	1	2	3	4	5	6	7	8	9
(f) Personal interview and screening process by college personnel	1	2	3	4	5	6	7	8	9
(g) Written statement by student of reason for wanting to attend school	1	2	3	4	5	6	7	8	9
(h) Previous work experience	1	2	3	4	5	6	7	8	9
(i) Other (explain)	1	2	3	4	5	6	7	8	9

14. Would you like additional training in the field in which you are now employed?
( ) Yes. ( ) No. If answer is yes, describe what type of training.

_____

_____

_____

_____

15. What specific suggestions do you have to offer for the improvement of the training program from which you graduated?

_____

_____

_____

[1]Suggested deletion by committee.

Form 3b

16. Would you recommend the training program you took to your best friend?
( ) Yes. ( ) No.

17. Comments: